

DDDS Governor's Advisory Council
Medicaid Transition Day Services Work Group
May 27, 2015 9:30 a.m. – 12 p.m.

Present: Teesie Bonk, Gary Cassedy, Marissa Catalon, Katina Demetriou (via teleconference), Susannah Eaton-Ryan, Brian Freedman, Lisa Furber, Terri Hancharick, Emmanuel Jenkins (via teleconference), John Mahon, Daniese McMullin-Powell, Barbara Monaghan, Kimberly Reinagel-Nietubicz, Thomas Rust, Angela Sipple, Sybil White, Gail Womble and Linda Pearson

Female Speaker: All right. Let's get the meeting started, this is Susannah, reminding everyone to say a name when you speak. Good morning to Katina and Emmanuel.

Male Speaker: Good morning.

Female Speaker: Any additions or changes to the agenda that anyone knows about, we are going to add a discussion on exploratory questions from CMS that Denise highlighted last night, you all have that in your packet -- so I'd like to put that before five so let's call it four A. Any comment about this last week's minutes or transcription? Apparently, we have known, so we will assume the minutes are okay as submitted. Marissa.

Female Speaker: Following up from the previous question about whether the division will bring back the revised tool this committee submitted a recommendation and the committee has held up to review and make any changes they wish to make will come back before the group, it will come back before the group to have an opportunity to view what, if any changes we've made to the tool and any process for implementing the tool.

Female Speaker: I think that's good news, everyone, I think that's a good thing for us that we at least get to see it before it goes out, so if we need to do any roadblocks or anything, we can do that. Kimberly.

Female Speaker: Yeah, I don't have an update, I wasn't at the meeting last week.

) (Laughing)

Female Speaker: That's a pretty good excuse.

Female Speaker: It would be a better excuse if you got paid more.

) (Laughing)

Female Speaker: Can't win, can't win.

Female Speaker: That is right.

) (Laughing)

Female Speaker: Okay we are going to move onto Denise, do you want to take this on? If, this is Susannah, if I may just start with, we have done a huge amount of work already and we're very far along on our recommended assessment tool, so what we don't want to do is reinvent the wheel here, we don't have time to do that, but Denise found a couple of things that she is concerned about that may not have been covered, I'm not sure that every single thing on these eight pages apply to that so if we could focus on those things that you're concerned that be missed Denise that would be appreciated.

Female Speaker: This is Denise, number four, the question.

) (Inaudible)

Female Speaker: So I'm trying to figure out what each category is really wanting us to have in it, the only thing I can find because I think I have ADD, is to fill out the CMS categories which we based it on and, put the exploratory questions on there and then put ours and then we can

figure out what they are, and number four, we had something about transportation, which.

Female Speaker: This is Susannah, we pulled that out, this is from the notes last week, we pulled that out and moved it to one.

Female Speaker: Okay.

Female Speaker: Yeah.

Female Speaker: So that was the idea of awe ton knee and independence we were going to have everyone work on today.

Female Speaker: I went through question and I looked under the definition, under CMS is number four, it's the same as ours -- and see what they wanted and found some others. I put a WS next to the ones, word Smith I just. Number one is okay. Number two -- it didn't come out on mine. And number three -- that question was in CMS other number four --

) (Inaudible)

Female Speaker: Can everyone hear Denise?

Female Speaker: Emmanuel and Katina can you hear?

Female Speaker: Yeah.

Female Speaker: So right now, Denise, this is Susannah, you're saying they're in there just under a different category in our recommendations?

Female Speaker: --

) (Inaudible)

Female Speaker: I'm sure they were somewhere else because I couldn't find it, that belongs under -- does the setting prohibit individuals from engaging --

) (Inaudible)

Female Speaker: Does the setting prohibit individuals from engaging in -- example, consuming alcohol, in a manner different from non-individuals and in a similar and the same setting --

Female Speaker: This is Susannah, in my opinion I love that but I do believe that's residential, in my opinion I'm not allowed to drink alcohol at work. I can't imagine.

Female Speaker: There are some places that appears to be condoned, I mean at least it says, if people want to go on their lunch hour, I don't know. -- it's harm less it looks like to me.

Female Speaker: Denise --

Female Speaker: Would you tell me what number and letter that is.

Female Speaker: It's under the CMS question.

Female Speaker: Second --

Female Speaker: Okay I see it, the second four, letter D.

Female Speaker: Yes.

Female Speaker: The one highlighted -- I was looking at that to see what kind of question do they want under there because it didn't feel right.

Female Speaker: I think that was a good.

Female Speaker: It's not inclusive, there's only so much time we can spend moving it around and it was driving me up the wall so --

) (Laughing)

Female Speaker: Those are some -- number four.

Female Speaker: Okay. We moved the transportation back to one, are we covered with that, you're thinking, highlighting? Okay and you can see that on the third draft that's dated today, 5-27. I keep forgetting to say this is stew scan in a, I keep assuming they will hear my voice and know who I am does anybody else have comments on D, Gail has waited.

Male Speaker: This is Bryan, I don't have an issue with it, I think what it's saying is that -- the

person, the same rules basically apply to the client as they do to anybody else who's working in that environment, I don't see anything wrong with that and I don't see it necessarily belonging only in the residential environment.

Female Speaker: This is Marissa S perhaps the examples that were included, might need to be modified for the setting.

Female Speaker: Eating and drinking.

Female Speaker: That does qualify it says, if it's any different --

Female Speaker: This is Susannah and that's the phrase I think should be in the instructions, I think -- it should be applied to everything, so I mean, I'm okay putting it in, under other independents and Autonomy, I have no problem putting, it's qualified, it doesn't Marissa seems to be putting it in already, is everyone comfortable with that going into four, in the new today's draft? Okay. -- all right. So we've moved, that's being put in there, do you want to go to the next part Denise?

Female Speaker: The next part meaning.

Female Speaker: From your notes.

Female Speaker: From my notes? Number two, two C. Individual housing opportunity, there's just too many -- there. And this would be --

) (Inaudible)

Female Speaker: Non-disability specific, so.

Female Speaker: I know we were talking about it before, there was some confusion, it didn't fit right, sound right.

Female Speaker: Right, and we have not cleaned that up yet.

Female Speaker: If they have the opportunity to choose a non-disability specific setting.

Female Speaker: I don't know that that, this is do you recognize disuse, I don't know if that substitutes for a nonresidential setting does it?

Female Speaker: It's suppose --

Female Speaker: This is what CMS is?

Female Speaker: Yeah --

Female Speaker: Is this the December guidance or the earlier one? This is Susannah in a, what Gail is asking, there were earlier instructions and then advised instructions came out is this from the earlier set or the revised ones, these were not the revise the?

Female Speaker: There was additional.

Female Speaker: Clarifications?

Female Speaker: Okay. So Gail again, was the December clarification guidance included by us in our discussions here?

Female Speaker: We use the what was given out to us at our first meeting, our group meeting. That's what we were going off of.

Female Speaker: So maybe Marissa knows --

Female Speaker: So this is Marissa, there was the initial rule that came out with some initial information, there was a document called settings that isolate that was a power point presentation and then several months later came the specific guidance on nonresidential settings. All of that was presented and at least in one meeting to this group, whether it was the kick off or throughout the variety of meetings we attended to my recollection.

Female Speaker: So Gail again, so is this document based on all of that guidance?

Female Speaker: Are you talking about Denise's document or our document.

Female Speaker: Our document.

Female Speaker:Yes.

Female Speaker:Okay.

Female Speaker:This is Susannah our document was inclusive of all conversations regarding all documents that we handed out. That's why I said to Denise in the beginning, we are coming way down this road and weeded out and you all have access to the first draft, the second draft and now this is the third draft, so I'm really trying to avoid us going back to the watering hole here.

Female Speaker:Okay. I just wanted to know because I wasn't at those meetings, so to put it into perspective.

Female Speaker:Okay. So Gail, if you want I can give you copies of what I have. I think you do, I'm pretty sure you do. Those who usually weigh in at this point, aren't weighing in, does anybody, we've added from four those things that Denise bought up in.

Female Speaker: --

) (Inaudible)

Female Speaker:Okay. Marissa is suggesting we go through revised, does everybody have it, it's called D E L H C B S, day services recommended compliance assessment in the bottom right hand corner is 527.

Male Speaker:We need to get more copies.

Female Speaker:Does everyone have it with the exception of Denise?

Female Speaker:We have extras.

Female Speaker:Will someone volunteer to start going through this?

Female Speaker:Well, we have again, Denise, did you finish?

Female Speaker:Number two.

Male Speaker:(Inaudible) -- --

Female Speaker:Well, didn't we recommend compliance assessment two A is, did the individual have the opportunity to choose a day service nonresidential setting from a variety of options? Okay so do you want do you want to put the variety as an option or --

) (Inaudible)

Female Speaker:Did the individual have the opportunity to make an informed choice of day service nonresidential setting from a variety of options?

Female Speaker:I'm hearing -- can I get a stab at what's intended to be added or -- did we do policies.

Female Speaker:Denise, that's to you that question from Marissa.

Female Speaker:I'm sorry.

Female Speaker:Can you give her an idea of whether or not you're thinking about adding or editing what exists on the recommended compliance assessment.

Female Speaker:Adding.

Female Speaker:And so you want to put a B in there.

Female Speaker:I think we have A, B and C, number two, D.

Female Speaker:Is anyone looking at the recollection mended appliance assessment --

Female Speaker:I'm thinking number five.

Female Speaker:Two has A under it. And we are asking do you want us to add a B that says, do policies ensuring individuals have informed choice? And that was Susannah.

Female Speaker:Yes.

Female Speaker:Okay.

Female Speaker:So that's what we're adding now, is everyone in agreement with that.

Female Speaker:Yes.

Male Speaker:I have two A through C.

Female Speaker:Denise.

Female Speaker:I'm reading this now.

Female Speaker:What are you reading Denise.

Female Speaker:Number two --

Female Speaker:Two A on --

Female Speaker:There is no B.

Female Speaker:The one we just added -- okay.

Female Speaker:All I see here, does the individual have the opportunity to choose a day service, in a nonresidential setting from a variety of options, my concern is that it doesn't bring a point about an opportunity to choose anything outside of the day service of nonresidential setting.

Female Speaker:I'm just trying to think what you're saying, this is Susannah, are you suggesting that we should put all of the options down? Are you suggesting that we -- because aren't we assessing the settings, we're not recommending options.

Female Speaker:We're assessing -- the services that are limiting them so what I'm saying it doesn't -- if the person has an opportunity to choose from anything else except for what's in the day services.

Female Speaker:I want to understand the question, because it is a little bit hard for me to hear, I'm wondering if we're asking the question about how many opportunities to make choices among services, if this is the assessment, the choices they're going to have we should be evaluated on are the services that we --

) (Inaudible)

Female Speaker:The question -- do they have a choice to services as a whole, I'm not really sure how we would assess the person, that would be their responsibility to give the person other options, as far as having a policy on choice for the services we offer in each of the -- I think that's a fair question.

Female Speaker:This is Susannah thanks for expressing that other idea, that was also what I was trying to get at was we're not saying, we're not evaluating all of the options out there, we are evaluating the settings provided as we put up here, we only have waivers for these, we're not evaluating, we're not assessing anything other than what's on the waivers. So --

Female Speaker:Let's take it a little step further, for example, if I'm doing a self-assessment for the people I'm serving, I still -- so that would not be an option for people come together my program, so that's where the choice would be for people, now, the activities can be a plethora of things, the assessment questions has to do with all of the services, there's a myriad of services under those --

) (Inaudible)

Female Speaker:This is Gail, didn't we say last week that that's a DDDS question. And that's not a provider question.

Male Speaker:Yeah.

Female Speaker:So. A provider has their own services, the person is supposed to have that choice that it's not a provider assessment question, it's the DDDS case management who's supposed to do it.

Male Speaker:This is Gary, I agree, DDDS governs and operates -- that pertains to the choices and DDDS case managers are supposed to be the impartial person advocating with -- to find

the service that they, each provider doesn't intend -- I'm thinking exactly right, the choice scenario or activities, policies are DDS systems issues, not individual providers.

Female Speaker:Gail, again, I particularly I pose the question in relation to people who, as an example, my currently -- being transferred from provoke where they have a job packing boxes, where they go to museums, what if the person wants to do stay packing boxes and given a paycheck, is that choice given to them, we had that discussion and the answer was that yes, it's supposed to be given but because the individual provider doesn't have access to all of the other providers information. Does that fit or no.

Male Speaker:This is John, I think it fits, I think what's happening is that every provider has a different type of service they offer to individuals if they choose to go to that provider -- having said that, the -- who goes to that is D D S, once somebody for instance come to chimes, I can reoffer them the choices I have to offer, whether it's four, five, six different services, I don't have a seventh service and if somebody wants that seventh service, it's unlikely as a provider I will develop that seventh service but perhaps -- has that seventh service and they would become, that's where that person would go, I think I'm probably repeating what people said, I think the arbiter.

Female Speaker:That's okay.

Male Speaker:I think the arbiter of the choice belongs to D D S.

Female Speaker:The arbiter of the choice belongs to the person.

Male Speaker:Okay, if you're going to facilitate that, we do not facilitate --

Female Speaker:Wait a minute, and there are only four choices that are permitted.

Male Speaker:Okay.

Female Speaker:And the settings which those services are provided can vary from provider to provider but we have only debilitation, prevocational services, individual supporters, group support -- now each provider may provide that service in a different kind of setting.

Male Speaker:This is John, some providers may not provide all four choices.

Female Speaker:That's correct.

Male Speaker:So therefore, the one that facilitates that process, I guess maybe arbiter was the wrong word, the one who facilitates that process is D D S, not the provider.

Female Speaker:The one who supports the individual to make the choice should be the case manager.

Male Speaker:Right.

Female Speaker:Right.

Female Speaker:And that would be the person's plan?

Female Speaker:In the final role, indicated that they want the documentation of the choice process to be in the persons plan.

Female Speaker:Right.

Female Speaker:This is Susannah, does everyone Barb, are you understanding this conversation.

Female Speaker:A little.

Female Speaker:Okay.

Female Speaker:Are there any questions that I might be able to answer to help you we are going to weigh in and move on from this, I want to be sure everyone has an opportunity to understand and weigh in their thoughts, because this is really important for families to understand moving forward, for providers and self-advocates to understand, who is the gatekeeper here, I'm calling it that and the gatekeeper is DDS, not the providers, so Barb, if

you were going to DDDS and you said I really want to do this, your case manager would say here is an agency that offers that.

Female Speaker: Here are the agencies that offer that.

Female Speaker: Marissa corrected me.

Female Speaker: Let's talk about which agency you would like to.

Female Speaker: Different question, that question, who tells the person there may be other choices is that the same.

Female Speaker: It should be the case manager, that is right.

Female Speaker: I just want to be sure.

Female Speaker: So Kimberly.

Female Speaker: I'm trying to get back to this question, this is Kimberly, so this question seems I don't know it's purpose, the way it's written right now, I think it says does the setting have policies -- choices about what?

Female Speaker: The service this they receive is what we're talking about, this is Susannah, that's where this came from, it started out with services, we're trying to make sure that Denise's concern is in there somewhere which is about the policies and informed so that's where it came from, it originally started about services, so that's -- and Denise, are you comfortable with the way this conversation went?

Female Speaker: --

) (Inaudible)

Female Speaker: This is Susannah, are you -- can you put that in a parking lot to discuss with DDDS as that's where it falls.

Female Speaker: --

) (Inaudible)

) (Laughing)

Female Speaker: That's a big DDDS --

Male Speaker: (Laughing)

Female Speaker: I did not bring my splatter shield yet again.

Female Speaker: This is Marissa, I have a question. For clarification, so there's -- the individual's choice doesn't end with the service that they receive and the agency that provides that service, the individual's choice should continue to be honored throughout the service provision so it not just did they have the opportunity to make an informed choice about the service type that they wanted, did they have the opportunity to make an informed choice about the provider that they wanted, but going forward, what are we talking about in supporting an individual's choice throughout their service experience? Is that where you're thinking Denise.

Female Speaker: That's what I'm thinking, I'm thinking -- for instance if someone goes to --

) (Inaudible)

) (Laughing)

Female Speaker: We can go as far as we want to or that you can achieve, you can go from one to the other. So if they were out in the community and they didn't know that maybe I don't need coaching anymore, maybe I didn't quite think I can do this -- now I think maybe I can. And then they didn't want those services anymore, how would that person knowings that such a thing exists. If you're with a provider, you never know what's going on outside of those walls and what's available. That kind of puts us back to getting integrated in the community, and --

) (Inaudible)

Female Speaker: Do you want to live in an apartment by yourself, do you want to live in a group

home, do you want to live in a supervised apartment? What does the person know about that? Overall --

Female Speaker: This is Susannah, Marissa is saying over here quietly, which I think so we as providers are aware of this, that's a case manager's responsibility, that's where it falls, the case manager is -- assume just as we as providers of supported employment, have guidelines that we have to follow that are given to us from DDDS, a case manager has guidelines themselves follow and we're not writing that here, an assessment of that -- but I assume that includes they are required to provide those informed choices to the person they're serving.

Male Speaker: This is John, I'm going to make a statement that may not be all inclusive but it's how I understand the system to be. My understanding is that folks have E O P if they are in the waiver and that those E O Pes have policies and procedures that are attached to them which requires at least an annual meeting if not quarterly and at those meetings, the team with the individual are involved in the process, and the reason I reference this is because it's one of the ways for instance, somebody who is in a prevoke program, moves from prevoke to supported where the team and the individual indicate this is what we want and where we want to go and the plan is developed to allow that to occur, I guess my point is that the process and policies are in place already to support this, am I right or wrong. I'm asking you Marissa.

Female Speaker: I think that there's valid questions about how much the individual is engaged in making decisions about their lives and how much perhaps how the case manager and or the team has where the person's supports and services are provided.

Female Speaker: This is Kimberly, doesn't that fall back on the department and not the provider.

Male Speaker: Yeah that's --

Male Speaker: So this is Bryan, is there a responsibility from the provider to ensure that the person understands the services that they are able to offer, so for example, someone who is in prevoke is it the providers responsibility to ensure that the person is well informed about --

Male Speaker: This is John, I guess the answer to that is yes, but from my perspective it's yes, because the provider is a member of that team. We have representation on that team so that as the conversation is taking place, in order for somebody to progress or -- something else they would rather do, that's captioned in that process, again, I'm indicating, we might be splitting hairs, I could agree that I don't know how well informed choice is enforced, okay but that's a team process, I don't know if that's an individual provider process.

Female Speaker: Right.

Male Speaker: The people who sit on that team are all of the support systems that individual's ask, it could be a parent, besides the individual, it can be a parent, a advocate, a guardian, so the provider is not the sole decider of what happens to the individual, they are only one component of that, the only thing a provider has from my perspective an option is to indicate they don't have the service to offer at which point they might be seeking a provider, I think that process and policy is already in place, I'm a little bit concerned that and we're going to get caught up on this, some of the things that we're questioning, from my perspective already exists, they are already there, how well they are being utilized is another question, they are certainly there, in the self-assessment tools that's what I thought we were developing here, and that self-assessment tool, I would think that that's already covered.

Female Speaker: Can I say something, this is T Z, an example I have is my brother Michael, and he's been -- in over 25 years, when I took over guardianship, when my parents went to the annual meetings, there was always somebody from DDDS and always somebody from -- and

they always worked as a team, in the beginning -- so it's really -- it seemed like that was always in place, with him it was --

Male Speaker:I mean, this is Bryan, to be fair a lot of these things are in place in many places and should be in place in other places that doesn't stop us from putting the questions on here.

Male Speaker: --

) (Inaudible)

Male Speaker:Absolutely --

Male Speaker:The system's policy.

Female Speaker:This is Susannah, we are going to need to move on, I don't think there's any harm in having -- in this assessment tool informed choice in some way or another, I think, is everyone in agreement that that's a very important component of people's rights and independence in this case, so if we just can all agree, we are going to slot it in, it's not limiting anything, it's just is informed choice available, wherever we put it Denise, if you have a place you want it, I'm fine with that, there's no one who doesn't want informed choice, raise your hand if you don't want it, no one is going to do that because that would, it doesn't even make any sense. So.

Female Speaker:I think an informed choice has an array of things -- it's an informed choice on scheduling, it's an informed choice on services, it's an informed choice on attending your meetings, taking vacation, I mean, it encompasses a whole bunch of things that we, so it needs to be in there.

Female Speaker:Let's get it in there, Denise do you have a preference of where you want it in there? This is Susannah, I'm sorry. Okay Marissa, two B, so we are going to move onto into Autonomy and independence and Emmanuel, are you still there? Maybe not. We were hoping, I was hoping that the self-advocates would address.

Male Speaker:I'm still here.

Female Speaker:I was hoping you would all address questions of independence and Autonomy, so we can look at that and begin to incorporate that into item four.

Male Speaker:Okay.

Female Speaker:And if you can look at the, Emmanuel, you don't have the new draft, Marissa can send it to you to your e-mail, if you have access to your e-mail now.

Male Speaker:Yeah I can pull it up.

Female Speaker:So shell send it to you there are four items in four, A, B, C, D that exists now, Denise you want to read those off?

Female Speaker:Number four, this is Denise, Autonomy and independence, A does the setting provide individuals with opportunities to learn about self-determination? B does the setting provide the support for individuals to understand their -- options, C does the setting encourage individuals to regularly periodically change or update their preferences and D does the setting ensure that individuals are supported to make decisions and exercise Autonomy to the greatest extent possible.

Male Speaker:Okay.

Female Speaker:Barb, do you need any clarification on any of those.

Female Speaker:Where are we? Okay.

Female Speaker:No I don't need clarification, I understand.

Female Speaker:Okay. So does anyone else want to, do Barb and Denise, Emmanuel do you want to add anything to this, do you have any thoughts about these?

Male Speaker:It sounds like it covered pretty much everything, can you read the second one

again?

Female Speaker:B. Four B.

Female Speaker:Denise maybe I'm louder than you?

Female Speaker:Emmanuel it says does this setting provide the support for individuals to understand their life options?

Male Speaker:Yeah --

) (Inaudible)

Male Speaker:That B is as open as, I would say it's clearly way beyond the per view of the services -- some of these things I'm thinking of if I have to go through torture of doing this self-assessment on the programs, I can't imagine how I would answer these things.

Female Speaker:Yes or no Gary?

) (Laughing)

Male Speaker:This is John.

) (Inaudible)

Male Speaker:Well, I agree with Gary, I was thinking, same thoughts, okay, what does that look like, I mean, how would I know that's occurring or not occurring in ade habilitation, pro vocation or -- those settings are pretty well defined, they are clearly defined, we're not talking about what I do after work or what I'm going to do tonight, they come with very specific definitions.

Male Speaker:This is Bryan, so can I just take a step back for a minute, so I understand, I know -- Katina submitted some questions and I had submitted some questions so and I don't remember if these were part of those, so the ones we had submitted included or were these designed as encompassing of all the of those things.

Female Speaker:Well, everyone, if you have what Bryan submitted looks like this and what Katina submitted looks like this, it's on the back, Marissa made a two sided copy of that.

Male Speaker:And that was in the e-mail.

Female Speaker:Correct. I believe those things you sent Bryan are mostly everywhere throughout, not specifically in independent, when we were looking through these, those questions did exist just not in independence.

Male Speaker:Fading supports?

Female Speaker:No, fading supports, the two up top, I'm sorry. The to up top independence and fading support didn't exactly know how to put them in there but thought we would discuss for the agenda today.

Male Speaker:I thought that was the section.

Female Speaker:It is.

Male Speaker:I didn't realize the structure you were using to go through these questions.

Female Speaker:So.

Male Speaker:So these four to clarify, these four questions Marissa came up with? All on our own.

Female Speaker:Right.

Male Speaker:I'm just trying to understand where they came from.

Female Speaker:I'm so tired.

Male Speaker:I'm grateful for the work that you did, I'm just understanding where they came from.

Female Speaker:So if everyone wants to look at these two front and back.

Male Speaker: --

) (Inaudible)

Male Speaker:I still didn't get that e-mail yet.

Female Speaker:It's from Marissa catalog.

Male Speaker: --

) (Inaudible)

Female Speaker:Yeah.

Male Speaker:This is Gary, on section four, I would prefer that we eliminate B and perhaps eliminate A and perhaps eliminate A because I think the other specific items are specific examples of that process and therefore, they are more concrete and more -- as assessment questions.

Female Speaker:This is Susannah, Gary you want to eliminate A and C?

Male Speaker:A and B.

Female Speaker:A and B.

Male Speaker:My argument is that C and B are specific ways in which that occurs which makes it a more manageable assessment question because the other things are so broad and so ambiguous, like I said, I have no idea how I would answer those things.

Female Speaker:Emmanuel, Barb, Denise -- does anyone want to way in about these things who are not providers?

Male Speaker:I still don't see it, can you repeat that?

Female Speaker:Emmanuel Gary, this is Susannah, Gary said that he thought we should eliminate A and B on this, A is about self-determination, B is about life options. Gary feels they are so broad he wouldn't know how to answer them.

Male Speaker:And that C and D covers and is a little more specific to the kinds of things we would be looking for.

Male Speaker:This is Gary I'm not really apposed to self-determination.

) (Laughing)

Male Speaker:I have a hard time getting my head around it.

Female Speaker:I would agree, this is an gee, it makes sense to me -- I do like the detail questions that Bryan submitted. Especially the clear process for supporting -- achieving increased independence and a clear process -- that all makes sense to me, for independence and Autonomy.

Female Speaker:Did everyone hear Angie?

Male Speaker: --

) (Inaudible)

Female Speaker:Yes.

Male Speaker:I didn't hear him.

Female Speaker:A and B that's what he was asking.

Female Speaker:Barb?

Female Speaker:I think it's important to keep A at least, for self-determination.

Female Speaker:This is Susannah, does anyone else have thoughts on that.

Female Speaker:The only thing I can think of and I don't think it would be -- is to add in the workplace, self-determination in the workplace.

Male Speaker:This is Bryan, it extends beyond the workplace.

Female Speaker:But these providers don't.

Male Speaker:Yes, day services.

Female Speaker:Well, and day services are --

Female Speaker:Day services can be in the facility or the community.

Female Speaker:Yes.

Male Speaker:Right.

Female Speaker:Everywhere, but they don't -- they only that's a workplace problem in day services, that's why they are being evaluated, they are not being assessed about once you go home, do you go to the -- or the grocery store.

Female Speaker:Residential --

Male Speaker:This is Bryan, so that sounds more like the life options question.

Female Speaker:I was saying to narrow it to something that they could, that is their purview.

Female Speaker:Well, this is Susannah, I sort of saw this the same as an organization encouraging their staff to understand how to be con inclusive. I saw this sort of the same way as an organization encouraging -- the people they serve or at least helping the people they serve to understand what self-determine was, I put it kind of in that category and I realize, not everyone agrees to that, I understand that, but my feeling was you can't actually make decisions and move ahead with life changes unless you have a certain amount of self-determination, so it seemed like everything else came after that, so that's why I wanted that there, I'm only one person on this committee, but that was my thought process about it, was that, for an individual that's sort of a key driver.

Male Speaker:So this is Bryan, what I would add maybe to C and D is and it sounds like this is what you're saying, we know that many individuals come into adulthood, actually not knowing how to be self-determined and so in many ways -- it's not just a matter of encouraging them to advocate for their preferences but in many cases teaching them how to do that and helping them to feel comfortable in the process of doing that, so whether it's, I would even change it to say, does it provide individuals with opportunities to, learn how to be self-determined or practice self-determination, or something like that so you're encouraging sort of developing that skill.

Male Speaker:This is Gary, I think when you look at some of the other specific items, that are in other categories, when it's talking about different types of choice making, those fit together with self-determination, because making a choice on a simple basis is the first step in that direction, so I think when you look at the total array of questions, there's actually a lot more in here that does -- self-determination just the way they are currently organized it looks like this section has gotten short tripped, but more items into that section, things about choosing your schedule and one of these other entire sections is all about self-determination.

Female Speaker:Which one are you referring to Gary, this is Susannah.

Male Speaker:I'm looking further down the same page.

Female Speaker:Under five?

Male Speaker:Any of those. A lot of it goes back to central things that --

) (Inaudible)

Male Speaker:It's also daily activities. How they spend their day, minute to minute decisions through day and that's captured extensively in other sections.

Female Speaker:Yeah.

Female Speaker:Well, this is Susannah, I think this is a section that should be particularly important to the self-advocates who are on this committee.

Male Speaker: --

) (Inaudible)

Male Speaker:It depends on which way -- I do believe that is it needs to be on there --

) (Inaudible)

Female Speaker: Gary, can you live with that.

Male Speaker: It doesn't really matter because there are more specific items that concrete and address it.

Female Speaker: Gary seems to be the voice of dissent on this and he's saying he doesn't care, so I think we can move on include it on there and Gary said there are other items that are more specific on it anyway, Gail, do you have a different opinion?

Female Speaker: It's okay I'm just looking at something that Bryan has here and I don't know where it belongs but I like it, please indicate written policies documented staff training and performance evaluation systems, will be in place to cover the following --

Female Speaker: Is anyone else looking at that? It's on the Autonomy and independence piece, from Minnesota 212. Okay but it doesn't list anything.

Female Speaker: Because it lists one and two underneath it.

Female Speaker: Then there's another section it says it again --

Female Speaker: I thought you were talking about 212.

Female Speaker: It stated in two places.

Female Speaker: Okay.

Male Speaker: I used -- I used the wording from the Minnesota assessment, instrument, to help pose those first two questions.

Female Speaker: Okay.

Female Speaker: Can anyone see what Marissa's done there, she plugged it into four as whatever it is -- okay. So I have inserted here, I think trying to capture both of those, are there written policies, document staff training and performance evaluation systems that cover a clear process for supporting clients and achieving increased independence and are there written policies document and staff training performance evaluation and systems in place that cover a clear process for -- supports.

Female Speaker: Emmanuel, did you hear Marissa.

Male Speaker: Yeah -- I couldn't hear can you repeat it.

Female Speaker: What I inserted are two items that hopefully are capturing what Bryan identified, the first is are there written policies, documented staff training and performance evaluations systems in place that cover a clear process for supporting clients in an achieving increased independence and are there written policies, documented staff training and performance evaluation systems in place that cover a clear process for fading supports.

Male Speaker: This is Gary, I'm not sure where G comes from, it's certainly -- I would think that particularly if you want to apply it to across the board it should be framed by, some folks, according to their plans there is no provision intentionally for fading supports, and I think we are mixing different program type and it's not a universal fix and as a result, the question gets very -- in terms of according to what -- that has to appear in policies et cetera et cetera, this is -- of additional paperwork in some cases it doesn't change anything, it's just going to be aiming to address the assessment questions if in deed.

Female Speaker: This is Angie, and I'm just going off my experience, but I don't know why you wouldn't include that anywhere you are -- because it may not be full support or it may be just fading a support of teaching, washing hands, it can be very basic, but you should always be, and I think it needs to be in there.

Female Speaker: This is Terry, and we're talking about independence, and with our adults living at home, that's very very important to us, when they start to fade and gain independence.

Female Speaker: This is Susannah and I would say from the community standpoint I think one of the reasons it was great to put this variety of people together is that providers can hear how parents feel about these things, I'm sure you hear it all of the time, I see John you are backing away from the table.

Male Speaker: This is John, I need to say this, I have to go back -- and I may be the only, I work with a very difficult population that comes from very specific requirements in terms of supervision, some folks that are out working in the commune think, cannot be in the community without direct supervision, period. So I think that and this goes back to that as -- I don't think and this may be a very small minority, when we are doing a self-assessment, it attacks everybody, so I think it's really important that we include the entire population, I fully understand what you're saying and I get that, but again, I didn't give you specific examples of folks who are working successfully for ten years with supervision, if they want to work another ten years, will require that supervision --

Female Speaker: And this is Terry, I would assume that you have data that says that.

Male Speaker: That's why I'm saying as appropriate --

Female Speaker: And as appropriate would take someone like my daughter and say it's not appropriate for her to have faded supports because she can't be on her own at all which is not true and that's what I fear as a parent, and I understand your ands you have data to back it up and I'm sure you do have people like that.

Female Speaker: And this is Angie, going from my perspective, we went from to staff with our son to one staff, so it can be done a lot of people may have said no it can't be done, you know, systems sometimes in place assume things because it's always been that way and I think you need to have that mindset about everything and know maybe you can never fade total support but remove tiny tweak little pieces that just thinking ahead.

Male Speaker: This is -- I do agree with -- as you frame it in terms of teaching strategies, I very much agree. I guess the part that's giving me a lot of pause is the examples that are listed in terms and naturally, the way it's written, it has to appear in policy, staff training and performance evaluations, that doesn't have to be the limit of where it might appear, it could be in the individual training plans, full, I don't think we should be as descriptive and say it should appear in policies, staff training or performance evaluation systems, that's part of what I'm reacting to, that's extremely narrow in framing exactly what kind of documentation has to appear.

Female Speaker: This is Barb, I agree with Terry and Angie, my mom and dad always said to me, I don't know if this is part of the subject, my mom and dad always said to me, that you know, that they're not always going to be around, they taught me how to be independent.

Male Speaker: This is John, I'm okay with indicating that the plan they -- required to determine the support systems in that mediate, I think that makes sense, I want to make sure we don't get caught up into something where total -- dependence is the only outcome that's available I can tell you it --

Male Speaker: This is Bryan, so just to clarify a couple of things, so the way it's worded is that increase the independence and I worded it that way purposely because in my mind it increases self-sufficiency and independence it should be a graduate process just like the fading of supports, it will be a gradual process and in some cases it's going to look very very small to you know, an outside person but there's going to be an approach where the person work being that client is always going to be thinking about okay so here is the approach you're taking, here is where you are working toward fading support over time. It's a gradual process and

sometimes that process might look very slow, but it's happening, it's an active process of the providers thinking about it and you know, I see this as going back to our larger conversation, is this about the guiding purpose of the work that providers are doing or is this about how we are approaching with each individual, it's about the guiding approach that all providers are taking, I don't understand why a provider won't have a guiding philosophy or approach that they're always going to be thinking about how their promoting greater self-sufficiency, not complete self-sufficiency but greater self-sufficiency. I would think that all providers -- all the time.

Female Speaker:Yes.

Female Speaker:That's very well put. Can I add one thing, I know Terry objected to the appropriate. But in the CMS rulings and I can't tell you exactly but it says most appropriate, they use those two words together.

Male Speaker:I don't see how that fits into these questions.

Female Speaker:Okay.

Female Speaker:Should we be able to put in, am I missing something with these two questions, showing a persons choice like when you were talking about fading supports, your child thinkings they do need more support, unless they want less support, shouldn't that be their choice.

Female Speaker:I'm sorry, this is Terry, if they are never exposed or never given that chance, I'm not dumb, I know my daughter is never going to be totally sufficient, I know that, but at least the little bit of independence is what allows us to keep our adult children at home.

Female Speaker:I'm saying so you should have that choice to have the fading supports, my child needs this, this and this so your child or you have the right to say yeah, we have this choice and we want less or we want more.

Female Speaker:But if you never tried, it has to be, you have to try.

Female Speaker:Sure, I'm saying that.

Female Speaker:You have to give them that opportunity to try.

Female Speaker:Right.

Female Speaker:And if it doesn't work and the data shows it doesn't work then of course.

Female Speaker:But you should have that choice to do more or less I'm looking at you as a mother and you should be able to have that choice.

Female Speaker:My choice is give her as much independence as she can have.

Female Speaker:Right.

Female Speaker:And I'm never going to say stop but there is a point that a provider is going to say they have done as much as they can, and we can't fade any further, it's not going to be me saying, it's going to be them showing me because they have surprised me in the past and said I said no she can't do this and they said let's try it and she has.

Female Speaker:This is Angie, I don't think it's a choice, I think it's a clear mindset and -- the training that everybody independence or Autonomy has to come from continuing to see how much they can do without always doing it for them without always supporting it so it's, I don't really see it as a choice.

Female Speaker:Well doesn't someone have the right to say that they can't do that or.

Female Speaker:No.

Female Speaker:No?

Male Speaker:(Laughing)

Female Speaker:Here is the concern that I have, and maybe I'm miss understanding what you're saying, if there is a choice there may be families that say you know, I do not want my

child supported in any other kind of ratio besides one to one so if that is allowed to be the choice, that is significant problem. Because we are supposed to be providing services that help people to become independent, so they should be supported based on their actual need, not on some person's preference. Am I understanding what you're saying.

Female Speaker:I hear what you're saying, I'm just looking at the other side, I said it's a problem if it's one on one support --

Female Speaker:We should be supporting the person based on their need ability.

Female Speaker:Right.

Female Speaker:Okay.

Male Speaker:This is John, I think the -- has to be honored --

Female Speaker:That's exactly what I was going to say -- based off of the person and even a one to one we are creating independence -- 2 feet away to being 5 feet away or 15 feet away, that's where you are creating that independence --

) (Inaudible)

Female Speaker:It's just where you are in proximity, it can be measured by proximity, it can be measured by anything, time alone, there's a lot of ways.

Male Speaker:This is Bryan, so you are getting a few nods around the room.

Female Speaker:The service definition also includes an expectation that there's an intended increase in independence so it's already kind of an expectation.

Female Speaker:This is Susannah, do you feel that your voice was heard.

Female Speaker:Sure.

Female Speaker:Can we move on? It seems.

Female Speaker:Yeah.

Female Speaker:What I was starting off with was, I think we should, not today look at all of these and see which of these items all belong under, written policies documented staff training and performance evaluation systems will be in place, not necessarily only the two that Bryan has said but look at all of it and see, because if it's not systematized, and you never get everybody doing everything, but it sure does increase when you have something in performance evaluation or plan that says, this is a corner stone and did you do it and were you trained to do it and --

Female Speaker:This is Lisa, what it sound like we are discussing is the evidence piece for the questions.

Female Speaker:And that's --

Female Speaker:I'm suggesting that, based on what you just said that show me a policy where that performance evaluation or criteria, that would be the evidence piece to the answer to these questions.

Male Speaker:This is Gary, so I think are you suggesting that for -- you should not be addressing the evidences I suggest we say are there cases that this is systemically supported essentially, because object to it being as narrowly described as what's there.

Female Speaker:I'm in agreement, I think we need to keep an eye on what the evidence pieces will be, because just limiting, you might have other reasonable documentation that you can provide as an answer to questions, if we limit it to those three and you don't have any of those three or all of them does that mean you fail that question.

Female Speaker:That's good, this is Susannah, Gary will you and Gail work together to provide something to us to incorporate in there what you're talking about because we need to move on and I hear that you both have concerns about this recommended assessment no including a

system qualifier.

Female Speaker: Okay.

Female Speaker: So the two of you will provide something to us.

Female Speaker: Gary just did it so.

Female Speaker: Okay so he's satisfied.

Male Speaker: So that's a yes.

Female Speaker: Yes, move on.

Female Speaker: Okay. We're moving on the agenda, we're going to review what existed here. Do you want to look at the formatting that we put in?

Male Speaker: I apologize for going back.

Female Speaker: Oh God.

Male Speaker: I wanted to at least point out that Katina had identified questions for us to consider and I don't think those questions, I mean just to move on as a group that's okay. She did take the time to point those out.

Female Speaker: There are five bullet points from the CMS document that Katina highlighted, we have it on the back of Bryan's Autonomy and independence --

Male Speaker: And it was sent out in an e-mail yesterday.

Female Speaker: And it was sent out in the e-mail yesterday.

Female Speaker: And -- very beginning of the conversation when we were talking about the CMS -- the questions are not about -- what's the individual provider regarding the --

Male Speaker: (Inaudible)

Female Speaker: I think the provider needs to be taken out of this one --

Female Speaker: So I was just talking about choice.

Male Speaker: This is John, I think what she's saying, because I agree with this was the individual provided a choice regarding a service and a setting, because the provider has the service they offer, they said, if you come and talk to the provider, you know what your choices are, if they don't offer you anything, you go somewhere else. I think what Katina is saying, you can correct me if I'm wrong Katina -- but really the first one is really again, the -- case manager function.

Female Speaker: Okay so I thought we did cover that before, earlier in our conversation that these were DDS specific and not part of the assessment.

Female Speaker: We did, but I just wanted to point out that these are one of those questions, goes back to what we're saying, whether it's an assessment to our services, it's worded pretty nicely it's choice regarding the services our agency offers and the setting and when I think of setting, can you work at McDonald's or can you work at Bank of America, there's these choices and opportunities as a provider, the person should have a choice -- so I'm not trying to go back to the beginning, I'm just highlighting it.

Female Speaker: Okay. I'm seeing this differently Katina -- especially whether it comes to employment, I mean, the options and the choice are the same as, and they should be for everyone not as they are for people not receiving waiver services. So I don't know, someone else weigh in on this, if you want it in there because I'm not, I'm not seeing this, I'm not seeing the knew answer of the differences of these I'm just not.

Male Speaker: It is an opportunity to practice self-determination as we identified before as pretty important. So for example, you know, as a provider, we -- at the center we are primarily based in the New York area, although, if we need to ensure that if a person doesn't want to work in that area, we are able to provide those services, supporting them and understanding

what their options are, being able to find work outside of the area that we're able to work with them. So there's opportunities for choice and for understanding what their choices are. I agree with Katina, remove the word provider, as a provider, we are not given the choice of --) (Inaudible)

Female Speaker: Right.

Female Speaker: Nine else, Marissa, do you have any insight on this.

Female Speaker: Is there anything similar to what was discussed in sections two, setting options and this is based on conversation, so obviously, we are still looking at the document, does the setting have policies that ensure individuals have the ability to make informed choices about their services/supports, is it similar to that question or is it different?

Male Speaker: I think it's similar.

Female Speaker: Should this be moved to.

Female Speaker: I think thousand we are getting down to the weeds of this.

Female Speaker: Would you like the language from Katina's circled item to be inserted here, to replace that particular item?

Female Speaker: So.

Male Speaker: This is Bryan, I think it's fine how it's worded.

Female Speaker: Katina, I'm to make sure you heard me, what we discussed previously had resulted in inserting a question under section to that's labeled -- be selected by individual setting options and it says does the setting have policies that ensure individuals have the ability to make informed choices about their services and supports?

Female Speaker: I think that question --

Female Speaker: Okay.

Female Speaker: What about back to number one, correct? Bullet one, bullet two, does the setting afford the individuals the opportunity to regularly and periodically update or change their performances?

Male Speaker: Don't we have that in there.

Female Speaker: We have that in there already so that's already in there. Bullet three, does the setting ensure that individuals are supported to make decisions and exercise Autonomy to the greatest extent possible, that's in there.

Male Speaker: How about, this is Bryan, the second question within that third bullet, does the setting give the individual the opportunity to participate in meaningful nonwork activities in integrated community settings in the manner consisted with the individuals needs and preferences, I don't think we have anything like that.

Female Speaker: Why would it be?

Male Speaker: Why would what be?

Female Speaker: This is Gail, it's nonwork activities unless it's day services.

Male Speaker: Correct that's what --

Female Speaker: Okay.

Female Speaker: But doesn't number one A do individuals participate in any of the following activities in his or her choice in the community address that, isn't that the same thing just worded differently? Bryan?

Male Speaker: Well, clearly in this question there's an emphasis on an integrated community setting so that's the big difference that's included in this question because that's the emphasis, one of them.

Female Speaker: So then why don't we put in one A in an integrated community, that covers it

there.

Male Speaker: This is Gary, I'm not sure how you would get out of that context what makes it integrated, given that the examples here that are clearly intended to be illustrations of how that can happen, I think we are going way too far down --

Female Speaker: Because we have one B here.

Male Speaker: One A.

Female Speaker: This is Denise --

) (Inaudible)

Female Speaker: So we're saying we're covered.

Female Speaker: Right.

Female Speaker: I wanted to say that to me, the second part of that question that we're discussing, nonwork activities in interrogated community settings, I think that's sort of a catch all, and doesn't that have all of the individual, I think it sort of defines all of those things.

Female Speaker: In the broadest possible sense, this is Susannah.

Female Speaker: Anyone else.

Male Speaker: This is Gary, if we go that route, we are going back to using it as a yes or no and letting you know, if someone says yes, what does that mean? I think the specificity DDDS and the verification needs more specific information to go on than just the provider claiming the answer as yes. I guess we haven't bridged is what would represent, what would the documentation or evidence be and I prefer -- it gives you a clear indication of what the activities -- so we're getting some nodding of heads and, do we think we want to change this or do we want to keep this and leave out the second sentence in the third bullet point in the CMS -- that paper that Katina highlighted?

Female Speaker: This is Angie, I real lie like.

Male Speaker: (Inaudible)

Female Speaker: Are you okay with this, this is Susannah, are you okay with that being more information than the other? So we're just going to leave it the way it is and what we're saying to Katina's list, that the second sentence is incorporated in item one A of the recommended assessment draft.

Male Speaker: Does setting policy ensure the individual is supported in developing plans to support his/her needs and preferences and is setting staff knowledgeable about the capabilities interests preference and needs of individuals?

Female Speaker: Okay.

Male Speaker: I think the first question we have.

Female Speaker: Four D, if you look I think four D and four C, I think they covered this. That's four D and four C on the recommended compliance assessment draft, 527, I think they cover this. Does anyone uncomfortable with the wording or intent or do we need to Bryan.

Male Speaker: This wasn't my list, this was Katina's.

Female Speaker: I don't know if she's looking at everything we are.

Female Speaker: --

) (Inaudible)

Female Speaker: The question we were looking at is the self-advocacy and Autonomy, I think I like the way these questions in particular were worded, if they are already in there it's really --

Female Speaker: This is Susannah, this is all probably going to be changed after we recommend it anyway, but at least we know we are going to look at it before it get published.

Okay. Moving on.

Female Speaker: This is someone else and she's very worn out, so we are moving onto six we're reviewing, looking at the overall document now, so let's not look at any supporting documentation because we ruled all of that out, we have been incorporating everything. Okay I'm sorry, we are on six from the if I recall agenda.

Female Speaker: Right don't look at all of those other papers that we have, we're on one paper now. I'm sorry, Bryan -- it's to if you have the agenda. Someone want to provide some feedback to the formatting and whether or not they found any glaring comments in their that they want adjusted or changed, the word Smith that's correct this is what you just received Bryan do you want to take some time to read?

Female Speaker: What we did this is Susannah, we created a very simple format we added instructions that we lifted from Minnesota more or less, and we added the top box to just show who was doing this assessment. And we cleaned up from our notes from the last meeting. Now as you can see, Marissa is cleaning up again from our note if this meeting and has additions also so we'll have our fourth draft after this meeting. Any thoughts about the format?

Male Speaker: This is Gary, I'm not entirely sure how, but I'm under the impression that a provider will need to complete a separate self-assessment for each setting right here, so if you're doing a self-assessment and I want all of these programs plus some, so checking off one and go onto another.

Female Speaker: What would you like to do Gary.

Male Speaker: I think it makes no sense to expect the self-assessment to cover more than one program, the responses are going to be similar.

Female Speaker: Okay this is Susannah, I think that makes perfect sense to me, so you would check this off for pre-visit and check off another one for supported employment and check off another one for -- and that would apply in my case I'm only going to check off supported employment and -- qualifier non-facility based.

Male Speaker: --

) (Inaudible)

Female Speaker: Okay. Marissa already done that.

Male Speaker: This is Gary, in terms of a response on page two and three, I would prefer to say yes, no go back to what I shared with some of you, I prefer the if it's yes, no and if it's a no, it's why not. So that it's not just black and white, there's something, additional information -- so if it sort of suggests to providers that they should be making changes in some direction as implied by individual questions, I think that's faulty in terms of process from state, because you are going to -- making some changes with what the state ends up wanting to have happen.

Male Speaker: This is John, I agree, I believe there should be a column with a qualifier in it, that would ask, that question would be checking off something that meets the qualification, also I think it's necessary because it and correct me if I'm wrong, the way I understand it, when these are done and in place, we get a small percentage here as a total number of providers.

Female Speaker: The look behind.

Male Speaker: Anyway, without that qualifier, just checking -- implies that much as a provider, you need to have the qualifier in there. That would be after the walk through or the walk behind whatever took place, if in fact that was a need to improve something.

Female Speaker: Okay. Does anyone have an objection with that, it's a formatting question and I think it just provides the opportunity to explain what's in there.

Male Speaker: This is Bryan, going back to one thing, just to reduce workload, is there a reason

that questions would be answered differently for individual verse group --

Male Speaker:I believe.

Male Speaker:(Inaudible)

Male Speaker:That I guess I'm wondering the purpose of choosing them.

Female Speaker:It's a separate set of programs.

Male Speaker:This is John, there's a whole different set from DDDS, a different set of guidelines and procedures and this was defined a couple of years ago.

Male Speaker:I remember that process, I guess okay. I guess I just never understood --

Male Speaker:I believe setting was designed that way but I believe the outcome it's a qualitative aspect some of that might be based on differences and -- as it applies to the individual.

Male Speaker:Okay. Okay.

Male Speaker:(Inaudible)

Female Speaker:And.

Male Speaker:And also not understanding how, even if the settings exist, I guess I still don't understand why they wouldn't be included, there's no harm of having groups -- asses separately, I was just thinking in terms of reduction of workload, if somebody had both they can do it at one time, if there's dumps between the two there's no difference.

Male Speaker: --

) (Inaudible)

Male Speaker:I assumed the services, they are both supported employment, working toward the same.

Male Speaker:I don't know that if some group settings again, would need to fade supports, is going to necessarily occur, there's a rationale for the settings.

Male Speaker:You're still, I guess I mean, this is probably just philosophical --

Male Speaker:The other side of that is not all group sites are the same, but there are group sites that by function of the work to be performed may have that group working together all day, while other group settings, might have it throughout the job site, so there's difference in what that setting looks like.

Female Speaker:This is Angie, what constitutes --

) (Inaudible)

Male Speaker:It's.

Female Speaker:Two to eight.

Male Speaker:Okay. I'm sorry, we have one setting two to eight, no more than eight, it's dependent upon the supports required to perform the job.

Female Speaker:Angie, is to answer your question, to give it a perspective, it's more -- so like, if we have two people splitting a job, that's a -- if one is working in -- they are two different positions they just happen to.

) (Inaudible)

Female Speaker:Does that help.

Female Speaker:Yes. Katina thank you.

Female Speaker:This is this is Susannah, I don't see any harm having that, if it supports Gary's needs to answer questions fine. Okay where were we, we now covered the, we taken out the plan to address and we put in.

Male Speaker:Some sort of a qualifier.

Female Speaker:Did you all see what Marissa put in, did you see that Gary?

Female Speaker: If no, why not?

Female Speaker: That's directly --

) (Laughing)

Female Speaker: So that covers that. Does anyone, Bryan is still reading, this is Lisa, I guess I see where you put that in, but I think what Gary was suggesting is, we need if, no why not for all of these, I'm just not going to take the time to go through them.

Female Speaker: I'm sorry I missed that.

Female Speaker: It's understood.

Male Speaker: (Laughing)

Female Speaker: So A on our agenda is to actually look at this and see if anyone has anything to change or word Smith, the one part that was highlighted to word Smith was among and we left it in because when we went back to look at the CMS instructions we had among anyway, so it decided it wasn't going to make or break this assessment, so we left that in.

Female Speaker: This is Angie --

) (Inaudible)

Male Speaker: (Laughing)

Female Speaker: Can I ask that you not spell check me, from this particular version, well make sure that we have a final spell check.

Female Speaker: Okay. I'm going to admit, there are tons of errors.

Male Speaker: (Laughing)

Female Speaker: Bryan wants to make comments and is still reading.

Male Speaker: I have no idea where among is.

Female Speaker: I will tell you, it was originally on one D on last weeks draft okay, is the setting located among?

Male Speaker: Thank you.

Female Speaker: Okay are you all comfortable with the forming now, this is Susannah I'm putting it out there one last time, we made the changes that Gary wanted and no one else has offered up any forming changes other than Gary, we added group supported employment and if no, why.

Male Speaker: This is Bryan so one of the I think it was Minnesota, maybe this will just get go into the if no why not response, but they did allow for provider to identify if they are looking to change their services and settings in an area to indicate that. I'm not necessarily advocating for T I'm putting it out there, is that something you would want to consider, or can we just allow the provider to put that in there if no why not section.

Female Speaker: This is Susannah I think the mediation process that's what that's going to be, how what they're doing to change it and evaluate whether or not they changed it, so while I think it's a part of this entire time line, I don't know that it's necessarily a part of the assessment.

Female Speaker: This is Marissa, I think perhaps captured by the intended plan to address which the committee decided to.

Female Speaker: We were there before.

Male Speaker: I'm just catching up to you.

Female Speaker: Okay. Okay does someone want to go through instructions now? Gary you want to do that?

Male Speaker: You want me to read it to everybody.

Female Speaker: Yes, please. If you would.

Male Speaker:Do you want me to start with this --

Female Speaker:No I think everyone, that's self-explanatory.

Male Speaker:So --

) (Inaudible)

Male Speaker:So do we check yes or no?

Female Speaker:I think one of the things when we were doing this last night, provider owned and controlled settings, I think is a very key phrase. Because for me, I don't own a setting I don't control any settings, in any case, so I don't even have to answer any assessments.

Female Speaker:I'm just.

Male Speaker:You do have control actually over the settings that you're supporting, because of the nature of your relationship with the client, you do have some control actually within that setting. It's a part of that, the relationship and our differential exists within that relationship -- you do have control, you control over how you support them, you control over the communication that goes back and forth.

Male Speaker:This is Gary, I agree, you have the choice of whether or not to support --

Female Speaker:That I do have a choice of. My client has a choice of whether they want to work there or not, but I don't control that setting. I don't control -- I'm telling you, you may think I do, but I do not I don't control nothing.

Male Speaker:Under that argument, we would exclude --

) (Inaudible) --

Female Speaker:Marissa is speaking to that.

Female Speaker:I totally support what Gary is saying, you cannot -- assessment so if there's concern about the way this was worded perhaps that needs to be word Smithed.

Male Speaker:This is Gary, I think supported -- much concern about this whole process, because it is true largely that if your competitively employed in any business, that trumps all of these questions and the discussion, and it's clear that the divisions is not going to pay much attention -- guarantee the congregate service.

Female Speaker:This is Susannah --

) (Inaudible)

Female Speaker:Are you suggesting that we word Smith this?

Male Speaker:No I don't think it needs any, I agree with Bryan's interpretation.

Female Speaker:Okay, I'm fine.

Male Speaker:The provider self-assessment is done -- provide the state with information -- to develop criteria, for -- services in the future to define, three identify settings that are presumed not to be H C B S, four help the providers understand the changes needed to --

) (Inaudible)

Female Speaker:This is Denise, H C B S --

) (Inaudible)

Male Speaker:This is John, is the intent of this to utilize this across all of the individual that realize DDDS services, not everybody who utilize DDDS services are H C B S.

) (Inaudible)

Male Speaker:This is Bryan one of the things Minnesota included and I like it, this would be after how we describe this assessment, follow up with on site monitoring -- completion of this provider self-assessment is the first step in the process, I don't know if that's necessary or 23409 but I like that it outlines that this isn't.

Female Speaker:The time line that the division gave us.

Male Speaker:Right.

Female Speaker:So --

Male Speaker:This is Gary, I would suggest that maybe we should include something describing what the plan refers to as deviations, there individual -- exceptions to the contractor of setting are permissible as long as.

Male Speaker:(Inaudible)

Male Speaker:The understanding of the provider because that's clearly.

Female Speaker:I'm sorry, this is Susannah, would you say that again, are you talking about it -- would you say it again.

Male Speaker:If you -- back to Delawares transition plan one of the things it refers to is individual participant deviations from the characteristic practice of the setting and that documentation of the so called deviations is found in the persons --

Female Speaker:Okay and that's, we can take that right out of the Delaware.

Male Speaker:If it's on.

Female Speaker:All right so just extrapolate.

Male Speaker:It is significant that providers know that there can be individually based exceptions embedded in peoples plans that have nothing to do with defined nature of the setting. The typical operation -- you can have individuals who have restrictions as an example as a function of the incentive plan and that's acceptable -- according to the transition plan. And.

Female Speaker:And this is Susannah do you think that's part of the glossary, what's a deviation or is it part -- instructions? Which one?

Male Speaker:The glossary.

Female Speaker:Okay.

Female Speaker:That's the final thing we're discussing about this is the glossary and what things we think need to be in the glossary to explain, so deviation is one of those things.

Female Speaker: --

) (Inaudible)

Female Speaker:Page 14 at the bottom of the page.

Female Speaker:Does someone else want to offer up some other ideas of what should be in the grocery? We're making it up we are writing it up as we go.

Female Speaker:Okay.

Female Speaker:There are other states who also have glossaries.

Male Speaker:So for example, this is Bryan, we use the word individual, depending on who's giving the assessment, individual might be something that needs to be defined.

Female Speaker:Okay individual.

Female Speaker:I'm looking for other state's glossaries.

Male Speaker:Minnesota, this is Bryan, Minnesota's is here.

) (Inaudible)

Male Speaker:Michigan has different things in their glossary.

Female Speaker:Okay.

Female Speaker:They have --

Male Speaker: --

) (Inaudible)

Female Speaker:Did you see that?

Female Speaker:Okay it has person's center plan, institutional treatment option, as

appropriate, terms of frequency, what they actually mean, the terms of frequency, I think we can go ahead and Marissa and I can put these together and call from the other states unless, anyone wants to add anything. We'll look at Minnesota and Michigan. And does Pennsylvania have a glossary? John do you remember if Pennsylvania has a glossary.

Male Speaker:I don't remember.

Female Speaker:We can do that, we can pull those together and we can review them next week. Does anyone have any other comments from our agenda through item six? Going once going twice, this moves us onto seven, this gives us whether or not what kind of involve meant we want to have with these other three categories, we tossed this around, Denise this is one of the cases we put it in the parking lot and no big bus came and took it out of the parking lot, it's still there.

Male Speaker:(Laughing)

Female Speaker:We're pulling it back, so the categories that we talked about was whether or not we wanted to propose a self-evaluation for individuals receiving the service. And what if anything we wanted to lend our ideas on the look behind and evidence for the look behind.

Female Speaker:I don't think I'm the only one that's tired here. I'm pretty sure, everyone is a little subdued today. When we first put these in the parking lot, everyone was very animated about all of these topics, now you don't have anything to say.

Male Speaker:This will be an opportunity for individuals receiving services from a particular provider to basically answer similar kind of questions that would describe their personal experience and it would seem to compliment the self-assessment nicely and do what, what we -- indicating in the assessment itself which is providing individuals with choice, we do have a national core indicator survey, however that is as far as I understand it at the moment it's a confidential survey, so there are no names attached to it, provider names attached it's done purposely so we can get the statewide look and I don't know if we have access to specific -- nor do I necessarily think -- I'm not going to comment on that but, I do think that there is an important place for self-evaluation or should certainly be considered.

Female Speaker:This is Susannah I see it less as a choice and more giving them a voice, saying how they feel about what they are receiving, I don't know what place it has in the overall H C B S ruling, I don't have any position on that can where that falls, is it just something we would like to do or does it have any real purpose in going up the change to CMS.

Male Speaker:If it doesn't have a purpose, I don't know -- then you're just sort of, I know you are not saying this, run the risk of inadvertent creating, let us know what you think about this, okay thank you.

Female Speaker:What CMS, self-evaluation.

Male Speaker:There are, this is Bryan, I know that at least South Dakota created an individual, an assessment for individuals receiving services.

Female Speaker:I would like to have my voice heard, the providers getting assessed and heard, as a parent.

Female Speaker:What would we do with that if we were to create this self-assessment?

) (Inaudible)

Female Speaker:It's not part.

Female Speaker:Terry can address what our role is Terry.

Female Speaker:I am so tired, our role is to make recommendations for assessment tool and I do not think doing a self-assessment is a bad idea, I'm not sure it should be parents or guardians, I think it should be the person themselves, that's who we want to talk to.

Female Speaker: If they know what if somebody needs help, they don't get assessed.

Female Speaker: Then the legal guardian goes in the place.

Female Speaker: If the person can talk --

Female Speaker: What if they can't.

Female Speaker: Well, my daughter can't.

Female Speaker: So what would you do, would you help her, answer it for her, I would say if the person is nonverbal.

Female Speaker: What if the person doesn't understand and a legal guardian is able to and does have that knowledge? You know --

Male Speaker: This is Bryan so the way it works with national core indicators, I'm just giving an example of how it works, there is one section, there's two different sections to the survey, one can be completed by the person and then there's a second section that can be completed either by that person or that person can receive support in responding to those questions and there's a lot of guidance around, the person needs to be there, the person conducting the survey needs to be sure these are reflecting their responses, certainly somebody can answer if they don't have the ability to necessarily indicate the responses. So it's --

Female Speaker: This is Terry, I think that maybe, the national core indicator, does not survey people living at home and as we all know, there's 75% people living at home, so this is a good opportunity to capture some of that information and it's pertinent to what we are doing.

Male Speaker: It is open now, this year, we are --

Female Speaker: But in the past haven't gotten any.

Male Speaker: Correct and with the national indicator, again you have an overall assessment with people in the state but it's as confidential as possible in terms of not reflecting on the person or the actual provider. So it serves its own need but --

Female Speaker: So this is Susannah, so what I'm hearing is that some of you think it would be beneficial and there are a variety of suggestions on how we would do it, but the next question is what would we do with it, will we say this is what we think should be part of the assessment planning tool, those of you who are in favor, is that what you are suggesting.

Male Speaker: I'm going to ask a question, I understand the validity, it seems to me that this whole process D D S is very time restrictive, very tight time line on N I have 360 people statewide, it's time consuming, the diversity and background of the people we are assessing, nonverbal, cognitive capacity is extremely varied would be I think a very long process, not that it should not be done, but it's a long process in order to validate the assessment, I think -- so having said that does doing these self-assessments in conjunction with this process does that really make sense, is it something we can really accomplish?

Female Speaker: This is Susannah, I said this committee certainly this committee is losing steam, maybe next week we'll have a lot more energy and let's hope so, so to answer your question, if this is any indication, I don't know how much more we have in us that we are going to accomplish something meaningful that's going to have a place in this.

Female Speaker: This is Terry, ask the question if they feel it will be helpful, I don't know.

Male Speaker: So one, I agree with John, I think this will be challenging to survey all individuals, I do think that something valuable could be conducted that would include a percentage of people. And you know with respect, the reality is we have only so much time left, we can't go through samples that we went through last several weeks, I don't know if it's enough, if there's an agreement among the committee, there be some sort of self-evaluation

that recommendation be made and maybe we can identify for example, maybe there's a recommendation that the questions that we the assessment that are recommending the questions within it, the appropriate we make that recommendation as a committee, that work be done.

Female Speaker: This is Susannah and that helps -- Hawaii was built in a way that would be appropriate with people with disabilities to answer a lot of the same we questions in a way that's meaningful to them.

Female Speaker: Let's make that recommendation, sounds good.

Female Speaker: I agree with Bryan said, just change the questions around.

Female Speaker: This is Lisa I just, I don't dicey with what Bryan said -- if we look at the questions on this, the providers have to do that because that's part of what they have to do in order to continue to have a contract and you know, but if I was an individual receiving some kind of survey like this, asking me to complete all of these questions, whether they are word Smith or not, that's a he can of a lot of stuff to answer so I think.

Female Speaker: We can make our recommendations but they have to determine if this is something we want to do, we all know when we give any type of survey out, that your return on it is -- the reality is out there T I think it can't be given out in the form we have right now, it's way too many questions.

Female Speaker: That's the point I was just making.

Male Speaker: This is Bryan, I agree.

Female Speaker: So this is Terry, part of the -- talking to the people that are in the programs.

Female Speaker: Well, that's also on seven.

Female Speaker: I mean what are we recommending about the look behind.

Female Speaker: Self-advocates out talking to people in the programs and gathering information from them as part of the look behind. The program says this is happening talking to the people in the program, is this happening do you think this is happening.

Male Speaker: I thought we were told -- that the indicators was supposed to be a mechanism for a participant, because they are acknowledging -- that's why DDDS.

) (Inaudible)

Male Speaker: It's an attempt to stratify it and all that kind of stuff even though it's problematic, if you do it on any other basis, there's no validity to did whatsoever, including as a --

Female Speaker: This has Susannah, I agree this is it doesn't mean I'm still very interested in it, I think it's a question of what we're going to recommend, I think it's obvious we are not going to build another questionnaire, I don't think we have it in us, but I think we certainly have in us the ability to recommend, here are some additional things that we think might benefit this process or -- so do we want to table that until next week and talk about them, we are talking about evidence and the look behind which were put in the parking lot, what we want to recommend about that and in what way, Terry, I'm sorry did you indicate that that was part of what we were supposed to be doing at some earlier date?

Female Speaker: We're just working on the assessment now.

Female Speaker: So we don't need to do anything on these three things?

Female Speaker: This is Marissa, you can choose to not, that means that all of the decisions will be made by the division on those and so I think the division will welcome thoughts, comments, ideas from this committee for the entirety of the process, not just the tool I think we had this conversation before, it's totally up to the committee whether they want to engage in providing some recommendations in these area ands if they don't that's fine too.

Female Speaker: So this is Susannah, I think we should all take home with us that next meeting we're going to talk about recommendations about the look behind and evidence and seriously think about that and what we want to recommend to the division about how that should be done. And things we have talking about are who's going to be chosen, who's going to do it, what the training is going to be for the look behind, these are all things that become hugely important once we finished providing our recommended assessment tool, so I think Marissa and I, I'm recapping, I jumped right to the recap, Marissa and I are going to build the glossary and refine this and correct those things that are on draft three, so that draft four -- will really have very little fine tuning to be done when we bring it back next week, there should be very little to be done and I think we can spend our time really talking about what we would recommend about meaningful look behind and evidence and you know, I can't impress enough how important I think it is, I think that's where a lot of this is going to shake out.

Female Speaker: So you are saying that the self-evaluation are we sending recommendations back?

Female Speaker: We are going to think about it.

Female Speaker: So it's not final.

Female Speaker: The self-evaluation is separate because we know we are not going to be able to create one so all we are going to do is make a recommendation.

Female Speaker: So we are not talking it next week.

Female Speaker: We can, well, if I were prioritizing, I would have to say, my first priority is look behind, the second is evidence and the third is self-evaluation, if anybody wants to change those priorities, if I get enough of people saying change it this way, then I will, does that work for everyone?

Male Speaker: Yes.

Female Speaker: Okay. Public comment, we have a lot of people from the public here today.

Female Speaker: Okay Kimberly is not part of the public, do any of you would like to comment on our meeting today.

Male Speaker: I agree with Gary, if they choose no, at least have them describe why if no, just don't put yes no, because if you put no, then had it comes back to the group, nobody will understand high they chose no.

Female Speaker: I think Marissa put that on a couple of questions Bill, when we reedit it it's going to on every single one so that will be covered. Lisa, any comments?

Male Speaker: I have a quick question in terms of the rules, I'm unable to attend next week for a conference, can I send somebody to sit in for me.

Female Speaker: We have determined no --

Male Speaker: So neither one of us will be here.

Female Speaker: They can talk at the end.

Female Speaker: Will you be able to call in.

Male Speaker: No.

Female Speaker: If you would like to send me notes in advance I will be happy to bring those to the committee, either of you John or Gary and you know what we're going to be talking so.

Female Speaker: Here is the thing -- can't we bend a rule on that, that's crazy --

Female Speaker: Anyway it sounds bad to me to have a whole meeting wrapping it up with providers not being here.

Male Speaker: So Katina is here.

Female Speaker: Susannah is here I am a provider.

Female Speaker:John --

Female Speaker:Can we change the date?

Female Speaker:We can make a promise to send out the revised draft document by midday Tuesday if you can take the opportunity to review that and provide comments back by Wednesday morning. That's probably the quickest we can do a turn around. And then again, your suggestion to, you already know what's on the agenda, we're talking about the evidence we're talking about the.

Female Speaker:The look behind, evidence and self-evaluation and the glossary.

Female Speaker:If you want to provide thoughts and comments on that, they can be sent in as well and we can certainly discuss it.

Female Speaker:So to Gary and John, the first thing would be if you look at the assessment that well be finalizing, if you have any comments on that, that should be the first thing you should do, because if you send that to me and Marissa, we can look at that right away. And then the second they think are the three topics that we're going to discuss, four topics, glossary, look behind, evidence and self-evaluation, so and we're not going to, we're not going to dig back into the weeds anymore, so but we're not, I think we can agree as a exit tee, we have done that and we don't need to do that -- and especially we don't want to do that without John and Gary here who have a will the to contribute on that level. Is every in agreement with that, that well not drill back into those parking spaces? So that should eliminate and I'll be the B word and make sure we don't do that.

Female Speaker:We have another meeting after that on the tenth.

Female Speaker:Yes that's not our last meeting.

Female Speaker:So we have one more time that you will be here, if you think we got write off course, you can redirect us.

Female Speaker:And tomorrow Emmanuel, myself and Terry will be meeting with -- tomorrow. And Tim and Libby and bill. So if anything comes up from that, I will call both of you and let you know, if we're discussing that at the next meeting, I'll make sure we all communicate.

Female Speaker:So June tenth is going to be another meeting, the following week?

Female Speaker:June tenth will be the last one, we have to submit by June 15th, if any of that changes, I will let you know, if any of that changes based on tomorrows meeting I'll let you know Barb.

Female Speaker:Because -- June tenth, I have an executive meeting to go to.

Female Speaker:Okay.

Male Speaker:There is one comment I will interject, as much work as we have done in terms of trying to consolidate the questions, et cetera, we still have way too many questions, if we look at the volume of that and in my agency I would have to go through it more than 100 times for the assessment in every setting.

Female Speaker:We have 100 settings?

Male Speaker: --

) (Inaudible)

Male Speaker:So I would -- if you look at those questions I think a lot of them are -- there are different manifestations of the same concept and some of them we have done we have beaten it to death and others we have a few if you look at the other state's examples, generally speaking we have a lot more questions.

Female Speaker:This is Susannah, I agree that it's -- but one of the things that Marissa and I discusses yesterday, she said I thought was really a good point, a lot of these questions are

similar but worded differently so ultimately, the answer to all of those questions give a clearer picture than just one question, but if anyone Gary anyone else, if you want to go through and send me an e-mail, you have to do the work, I have already done T Marissa did it, numerous people on this team gone through it, if you want to go through and say here is, one A and four B are exactly the same question, send it to me and Marissa and I will go through it, I will go through listed notes one by one which is what we have been doing on a weekly basis, feel free to do that before next week, if you don't do T with all do respect, I say don't bring it to the table, if you don't have time to do the homework.

Male Speaker: We had the same discussion last week -- there are knew answer differences, they are so close together to me, you choose one over the other -- so.

Female Speaker: Okay. If anyone else wants to do that and send it to me, Marissa and I will probably meet, likely on Monday that's what we have been doing, if we can, if our schedules work out, so get it to me before Monday if you want us to look at that and well literally go through each note that anyone provides for us. Okay. Anything else? Then I'm going to say we're adjourned.